

# The ZONES of Regulation®

Zone	Feelings, level of control and alertness	Strategies
<b>Blue</b>	<p>Feelings: sad, tired, ill, bored, hurt, lonely.</p> <p>Level of control: body and/or brain are moving slowly.</p> <p>Alertness: low state.</p>	<ul style="list-style-type: none"> <li>Highlight that you think your child is in the blue zone e.g. 'You look like you're in the blue zone, you're yawning'.</li> <li>Suggest using a tool e.g. 'You could try one of your tools to wake up' (see 'Tools to help me wake up').</li> </ul>
<b>Green</b>	<p>Feelings: good, okay, ready to learn calm, focussed, happy, proud.</p> <p>Actions: In control and good to go!</p> <p>Alertness: regulated.</p>	<ul style="list-style-type: none"> <li>Highlight that your child is doing the expected e.g. 'You're focusing really well on your homework, you're in the green zone, that's expected'.</li> <li>Reinforce that by doing the expected, and being in the green zone, your child is having a positive effect on your thoughts and your zone e.g. 'I'm thinking I'm impressed that you're working so hard even though it's tricky, I'm feeling really proud of you'.</li> </ul>
<b>Yellow</b>	<p>Feelings: stressed, frustrated, anxious, excited, silly, nervous, confused, embarrassed.</p> <p>Actions: Starting to lose some control - proceed with caution!</p>	<ul style="list-style-type: none"> <li>Highlight that you think your child is in the yellow zone and it is unexpected e.g. 'You look like you're in the yellow zone, you're frowning and shouting... this is unexpected when you're doing your homework'.</li> <li>Suggest using a tool e.g. 'You could try a tool to help you calm down, this will help you to be in the expected zone' (see 'Tools to help me calm down').</li> <li>Suggest trying to solve the problem by finding a solution e.g. 'Let's think about the size of the problem and see if we can find a solution' (see 'The Size of the Problem', 'Stop Opt Go—Solution Finder').</li> <li>Encourage your child to think positively e.g. 'I know your homework is tricky... let's see if your Inner Coach can defeat your inner Critic, your Inner Coach is saying keep trying, I know you can do it!' (see Inner Critic and Inner coach').</li> <li>Once your child is back in the green zone, discuss the trigger that put them in the yellow zone e.g. 'Making a mistake on your work seemed as though it put you in the yellow zone, is that right? Maybe we could write that down so that we remember for next time' (see 'CAUTION: Triggers Ahead').</li> <li>Help your child to see that staying in control can be difficult for you too e.g. 'This is really frustrating me, I'm going into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.'</li> </ul>
<b>Red</b>	<p>Feelings: very intense anger, rage, panic, terrified, elated.</p> <p>Level of control: total loss of control over the body— STOP!</p> <p>Alertness: extremely heightened.</p>	<ul style="list-style-type: none"> <li>Highlight that you think your child is in the red zone and encourage them to stop to try and regain some control e.g. 'You look like you're in the red zone, would you like a break or would you like to try one of your tools?'</li> </ul>

## Remember:

- Everyone experiences all of the zones: the red and yellow zones are not "bad" or "naughty" zones. All of the zones are expected at one time or another.
- Staying in control is hard work; make sure you praise your child when they are in the expected zone. Don't just point out when they are in an unexpected zone.